



NSSE 2023

Multi-Year Report

Illinois State University

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data*: <http://go.iu.edu/2R1r>

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who <i>planned to do</i> an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation. The Report Builder can be accessed via the NSSE Institution Interface.

The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
2013	8%	+/- 6.2%	228	164	64	14%	+/- 3.8%	566	464	102
2014										
2015										
2016	17%	+/- 3.7%	579	449	130	22%	+/- 3.5%	607	499	108
2017										
2018										
2019	11%	+/- 5.0%	341	262	79	16%	+/- 4.1%	478	419	59
2020	8%	+/- 5.4%	302	224	78	9%	+/- 4.9%	364	309	55
2021										
2022										
2023	18%	+/- 3.6%	611	487	124	22%	+/- 3.0%	849	746	103

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified ^d	BCSSE	FSSE
2013	Email	Census	No	None	No	Yes	No
2014							
2015							
2016	Email	Census	Yes	None	No	Yes	No
2017							
2018							
2019	Email	Census	Yes	Civic Engagement	No	Yes	No
2020	Email	Census	Yes	Inclusiv & Cult Div	No	Yes	No
2021							
2022							
2023	Email	Census	Yes	None	No	Yes	No

Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.

b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

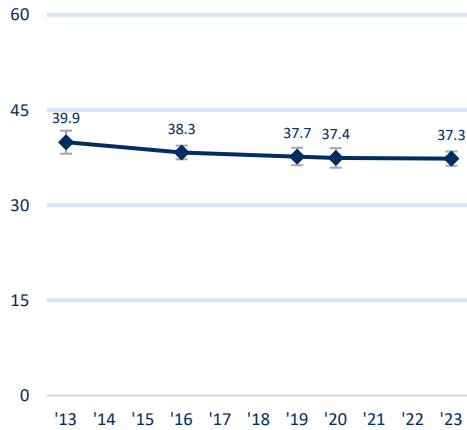
c. Count used to calculate response rates and sampling errors for each *Administration Summary* report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.

d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

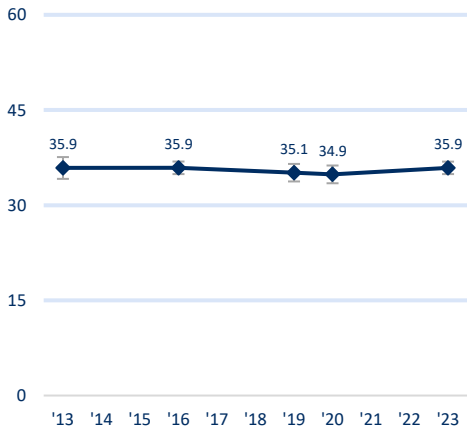
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See the end of this report for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: First-year students

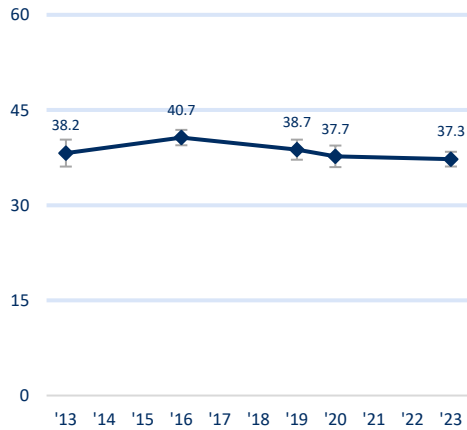
Higher-Order Learning



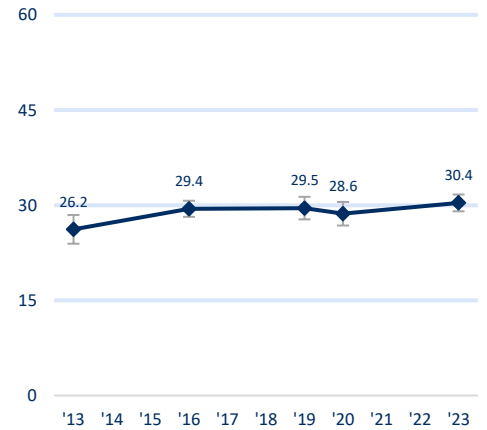
Reflective & Integrative Learning



Learning Strategies

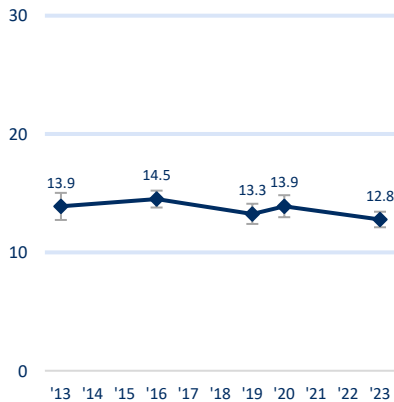


Quantitative Reasoning

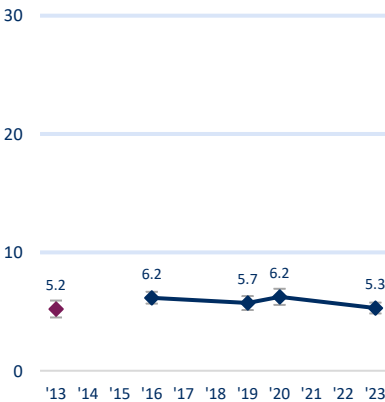


Academic Challenge (additional items): First-year students

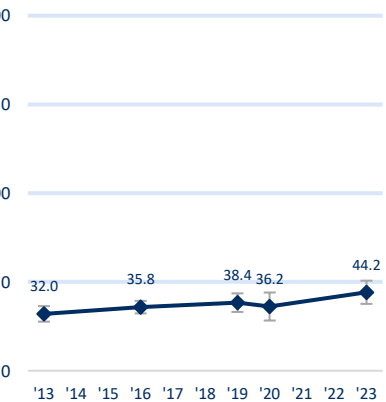
Preparing for Class (hrs/wk)



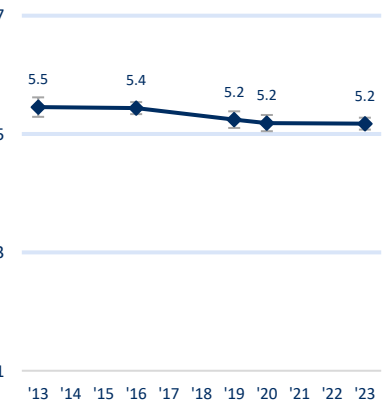
Course Reading (hrs/wk)^a



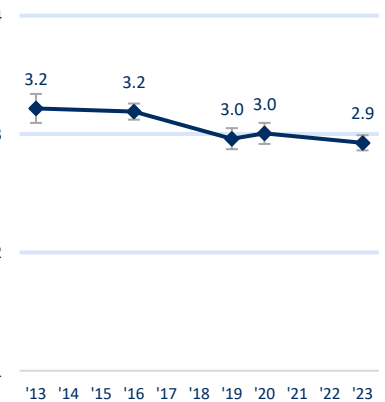
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.

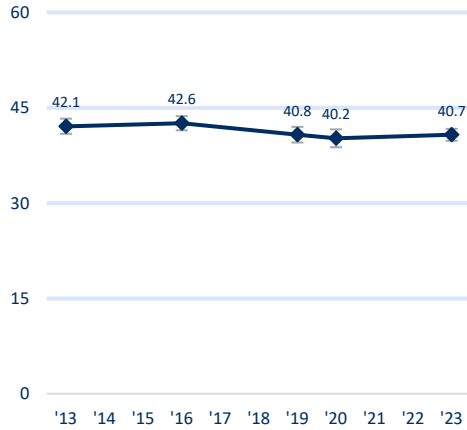
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

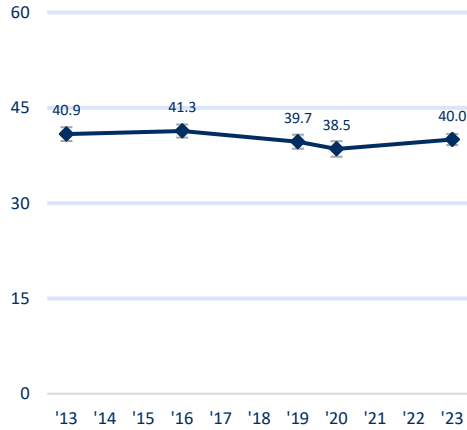
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Academic Challenge: Seniors

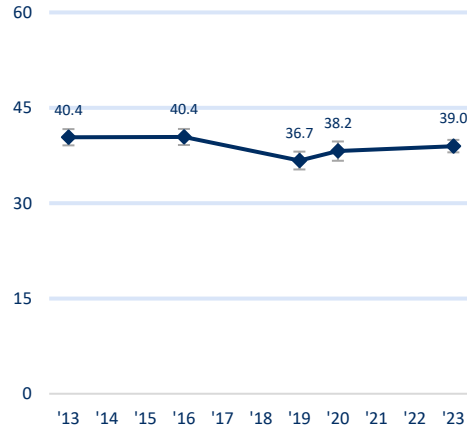
Higher-Order Learning



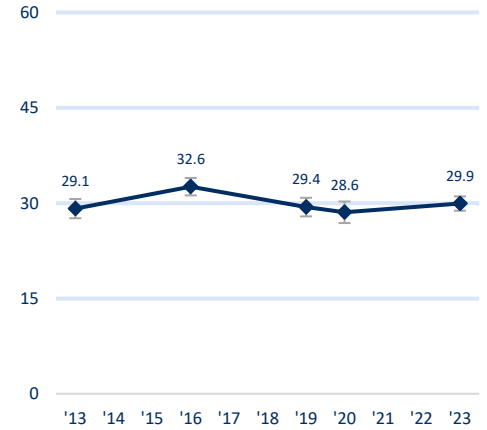
Reflective & Integrative Learning



Learning Strategies

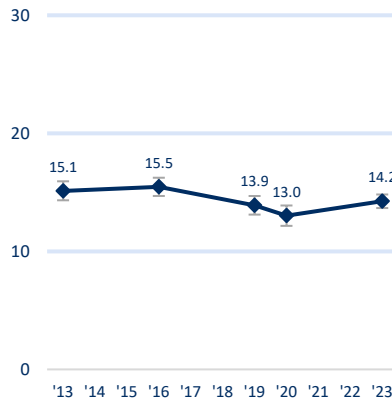


Quantitative Reasoning

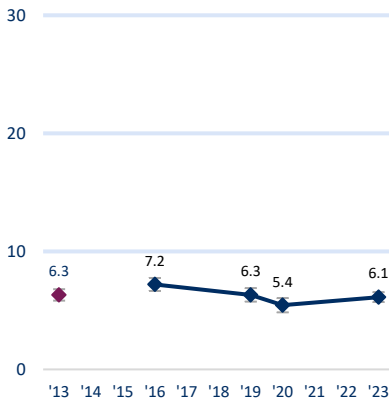


Academic Challenge (additional items): Seniors

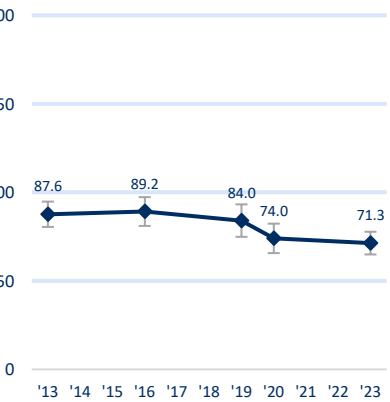
Preparing for Class (hrs/wk)



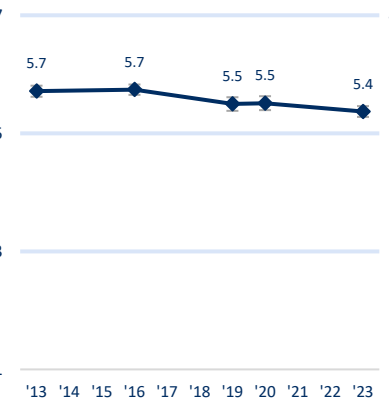
Course Reading (hrs/wk)^a



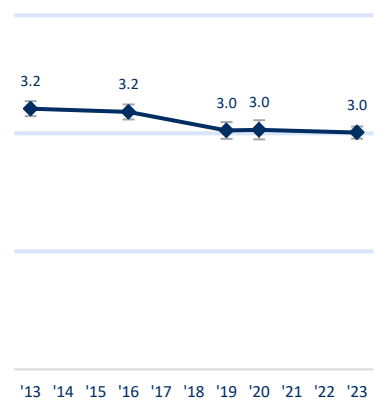
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Course Challenge^b



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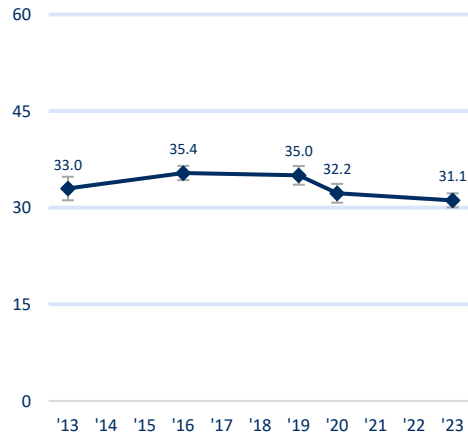
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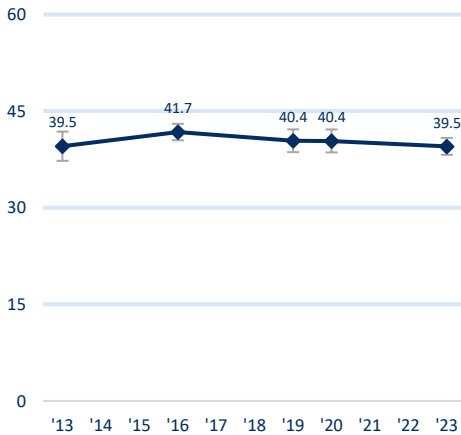
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

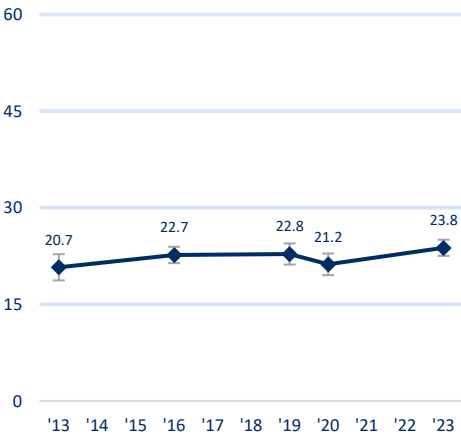


Discussions with Diverse Others

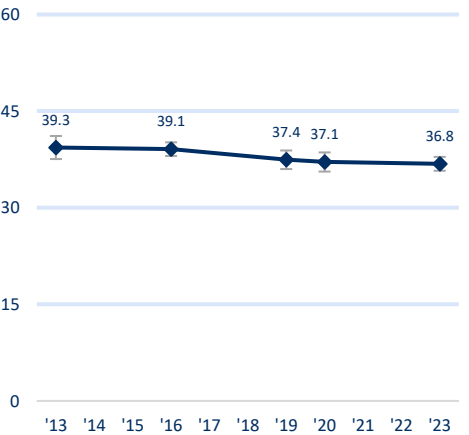


Experiences with Faculty: First-year students

Student-Faculty Interaction

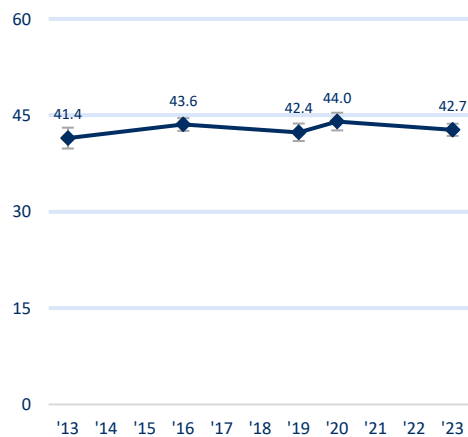


Effective Teaching Practices

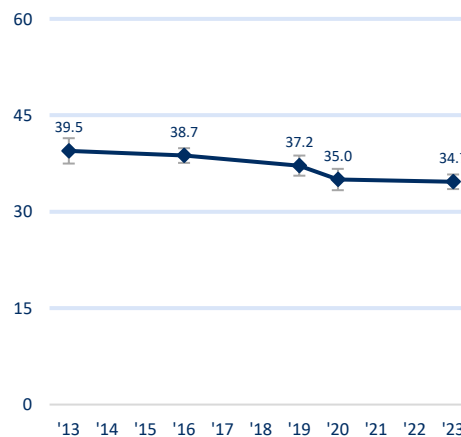


Campus Environment: First-year students

Quality of Interactions

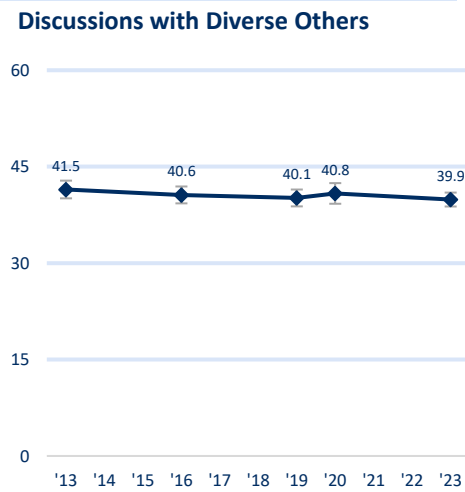
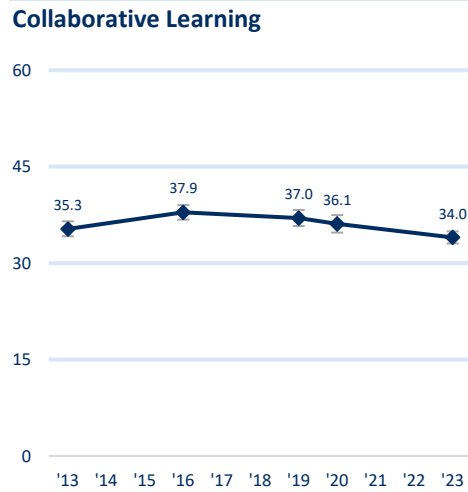


Supportive Environment

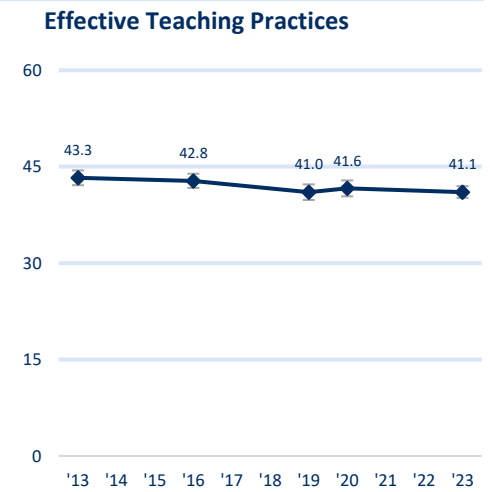
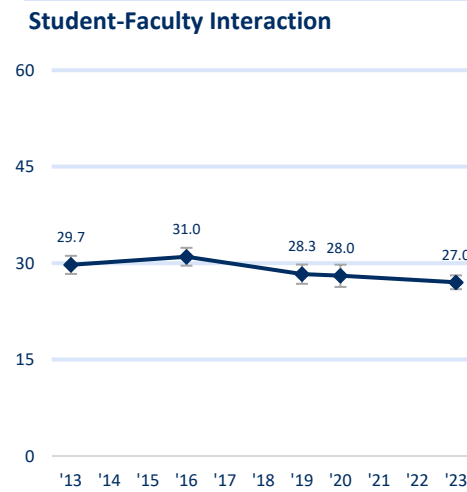


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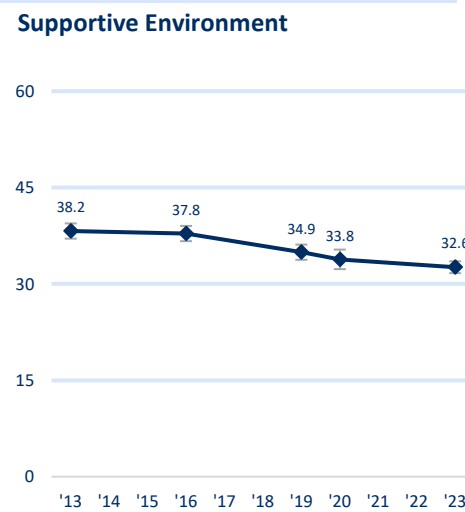
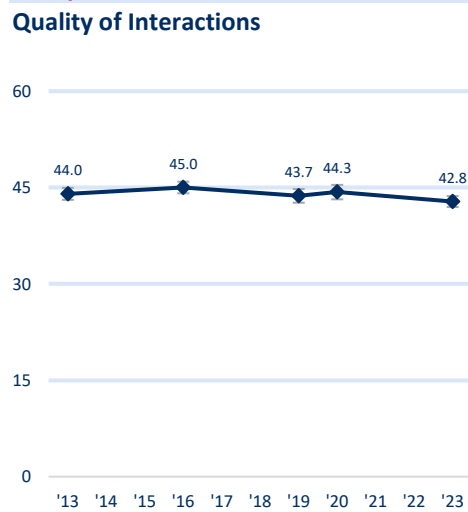
Learning with Peers: Seniors



Experiences with Faculty: Seniors



Campus Environment: Seniors

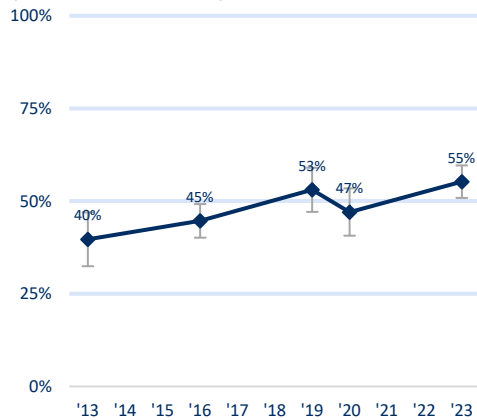


Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

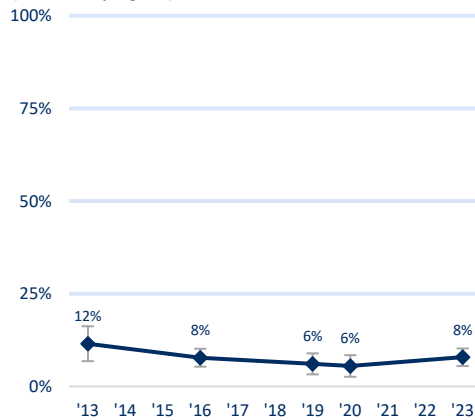
Service-Learning

(Some, most, or all courses)



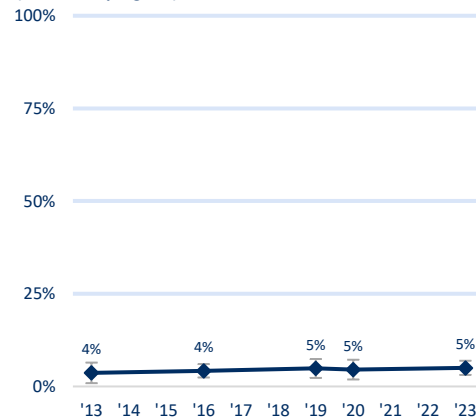
Learning Community

(Done or in progress)



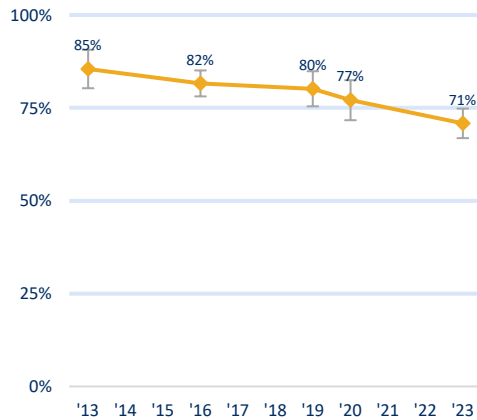
Research with Faculty

(Done or in progress)



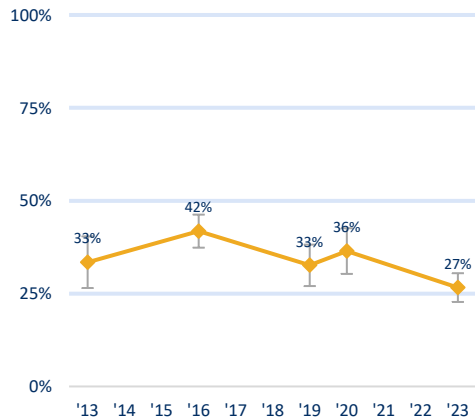
Internship/Field Experience

(Plan to do)



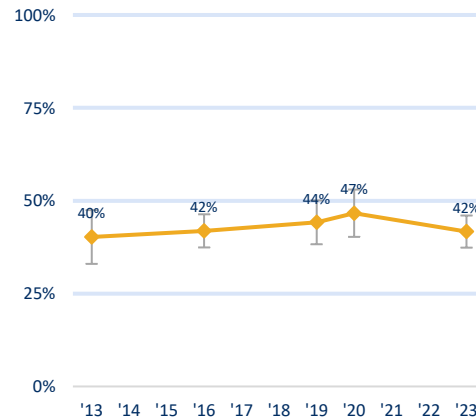
Study Abroad

(Plan to do)



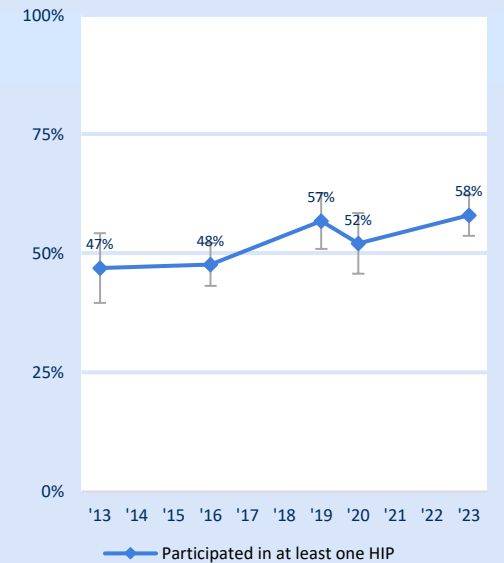
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.

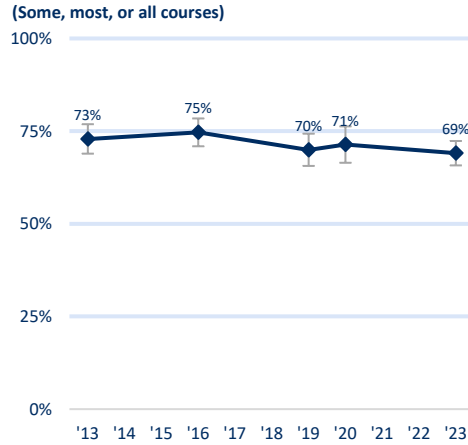


NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

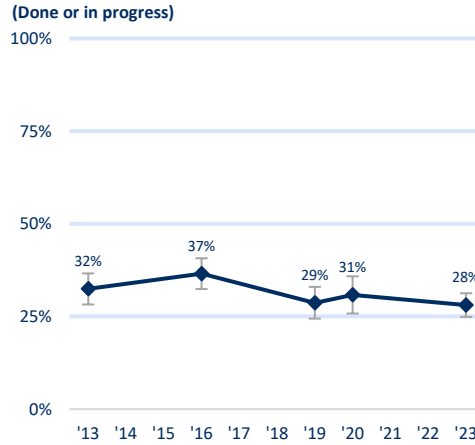
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

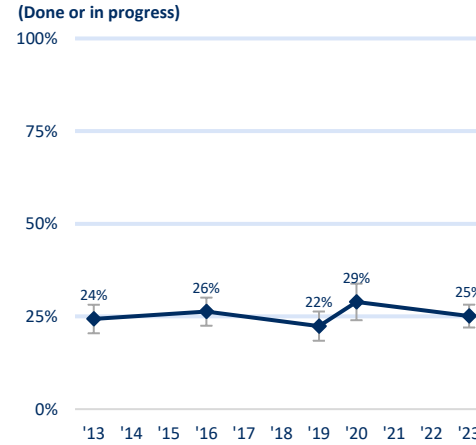
Service-Learning (Some, most, or all courses)



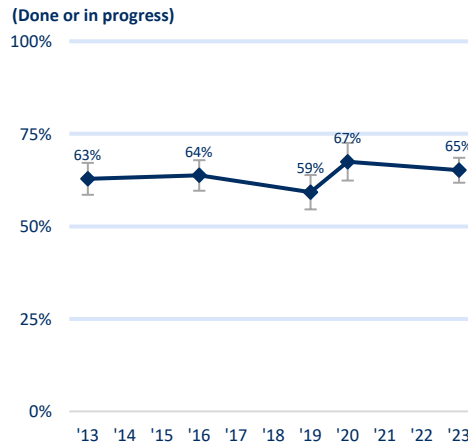
Learning Community (Done or in progress)



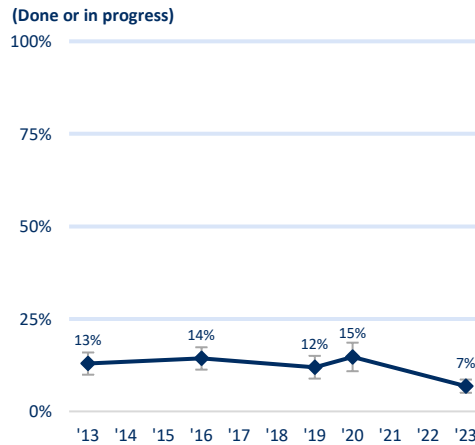
Research with Faculty (Done or in progress)



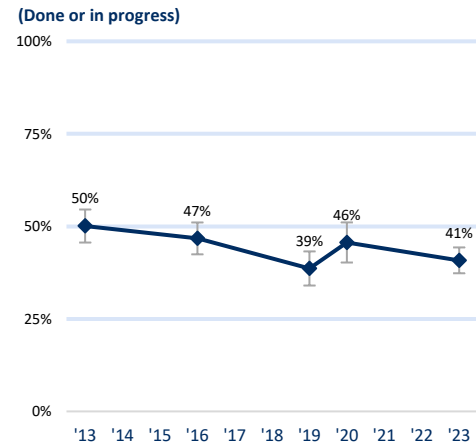
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

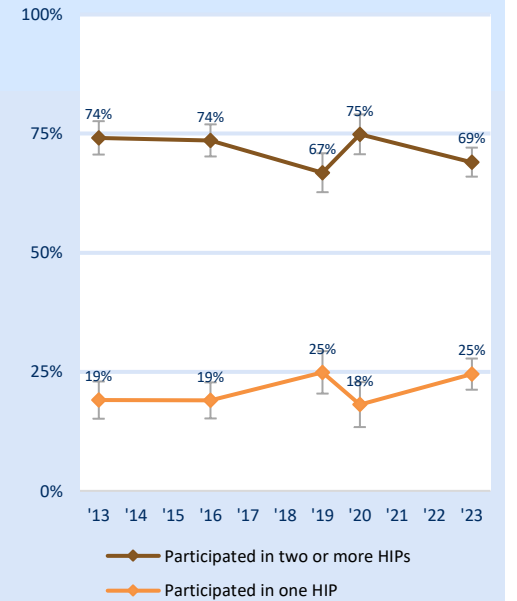


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.



NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Illinois State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge</i>																							
Higher-Order Learning	Mean	39.9			38.3			37.7	37.4			37.3	42.1			42.6			40.8	40.2		40.7	
	n	189			513			290	256			529	509			548			441	330		782	
	SD	12.7			12.5			12.0	12.6			13.2	13.7			13.3			13.2	13.0		13.3	
	SE	.93			.55			.70	.79			.58	.61			.57			.63	.72		.48	
	CI up bnd	41.7			39.4			39.1	39.0			38.5	43.3			43.7			42.0	41.6		41.7	
	CI low bnd	38.1			37.2			36.3	35.9			36.2	40.9			41.5			39.5	38.8		39.8	
Reflective & Integrative Learning	Mean	35.9			35.9			35.1	34.9			35.9	40.9			41.3			39.7	38.5		40.0	
	n	197			537			305	278			568	523			566			458	340		812	
	SD	12.3			11.7			12.3	11.9			11.9	12.6			12.5			12.1	11.5		12.6	
	SE	.88			.51			.70	.71			.50	.55			.53			.56	.62		.44	
	CI up bnd	37.6			36.9			36.5	36.3			36.9	41.9			42.4			40.8	39.7		40.9	
	CI low bnd	34.1			34.9			33.7	33.5			34.9	39.8			40.3			38.6	37.3		39.1	
Learning Strategies	Mean	38.2			40.7			38.7	37.7			37.3	40.4			40.4			36.7	38.2		39.0	
	n	177			471			276	237			503	479			513			432	328		768	
	SD	14.4			13.4			13.4	13.4			13.3	14.3			14.6			14.9	14.0		13.8	
	SE	1.08			.62			.81	.87			.59	.65			.64			.72	.77		.50	
	CI up bnd	40.3			41.9			40.3	39.4			38.4	41.6			41.7			38.1	39.7		39.9	
	CI low bnd	36.1			39.4			37.2	36.0			36.1	39.1			39.1			35.3	36.7		38.0	
Quantitative Reasoning	Mean	26.2			29.4			29.5	28.6			30.4	29.1			32.6			29.4	28.6		29.9	
	n	195			521			279	246			512	519			559			434	329		767	
	SD	16.1			14.8			15.2	14.9			15.3	17.6			16.5			15.6	15.7		15.9	
	SE	1.15			.65			.91	.95			.67	.77			.70			.75	.86		.57	
	CI up bnd	28.5			30.7			31.3	30.5			31.7	30.6			34.0			30.8	30.3		31.1	
	CI low bnd	23.9			28.2			27.8	26.8			29.0	27.6			31.2			27.9	26.9		28.8	
<i>Academic Challenge (additional items)</i>																							
Preparing for Class (hours/week)	Mean	13.9			14.5			13.3	13.9			12.8	15.1			15.5			13.9	13.0		14.2	
	n	166			453			262	230			490	460			500			427	317		750	
	SD	7.5			7.7			7.0	7.2			7.4	8.8			8.8			8.3	7.8		8.0	
	SE	.58			.36			.44	.47			.34	.41			.39			.40	.44		.29	
	CI up bnd	15.0			15.2			14.1	14.8			13.4	15.9			16.2			14.7	13.9		14.8	
	CI low bnd	12.7			13.8			12.4	13.0			12.1	14.3			14.7			13.1	12.2		13.7	
Course Reading <small>Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.</small>	Mean	5.2			6.2			5.7	6.2			5.3	6.3			7.2			6.3	5.4		6.1	
	n	164			450			261	225			487	460			495			426	316		743	
	SD	4.7			5.4			4.9	5.2			5.2	5.3			6.2			6.0	5.5		5.8	
	SE	.36			.25			.30	.35			.23	.25			.28			.29	.31		.21	
	CI up bnd	5.9			6.7			6.3	6.9			5.8	6.8			7.7			6.9	6.0		6.6	
	CI low bnd	4.5			5.7			5.1	5.6			4.8	5.8			6.6			5.7	4.8		5.7	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2023 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Challenge Items

Illinois State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Academic Challenge (additional items, continued)</i>																							
Assigned Writing	<i>Mean</i>	32.0			35.8			38.4	36.2			44.2	87.6			89.2		84.0	74.0			71.3	
Estimated number of pages calculated from three survey questions.	<i>n</i>	173			451			277	243			509	449			504		432	327			771	
	<i>SD</i>	29.3			38.4			44.4	62.9			75.2	77.4			93.2		97.2	76.7			90.8	
	<i>SE</i>	2.23			1.81			2.67	4.03			3.33	3.65			4.15		4.68	4.24			3.27	
	<i>CI up bnd</i>	36.4			39.4			43.6	44.1			50.7	94.8			97.3		93.2	82.3			77.7	
	<i>CI low bnd</i>	27.7			32.3			33.1	28.3			37.7	80.5			81.0		74.9	65.7			64.9	
Course Challenge	<i>Mean</i>	5.5			5.4			5.2	5.2			5.2	5.7			5.7		5.5	5.5			5.4	
Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	<i>n</i>	178			478			274	237			501	482			520		427	327			768	
	<i>SD</i>	1.1			1.1			1.2	1.1			1.1	1.1			1.0		1.2	1.1			1.3	
	<i>SE</i>	.08			.05			.07	.07			.05	.05			.04		.06	.06			.05	
	<i>CI up bnd</i>	5.6			5.5			5.4	5.3			5.3	5.8			5.8		5.6	5.6			5.5	
	<i>CI low bnd</i>	5.3			5.3			5.1	5.0			5.1	5.6			5.7		5.4	5.4			5.3	
Academic Emphasis	<i>Mean</i>	3.2			3.2			3.0	3.0			2.9	3.2			3.2		3.0	3.0			3.0	
Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	<i>n</i>	166			458			267	234			496	462			502		427	324			758	
	<i>SD</i>	0.8			0.7			0.7	0.7			0.7	0.7			0.7		0.7	0.7			0.7	
	<i>SE</i>	.06			.03			.05	.05			.03	.03			.03		.04	.04			.03	
	<i>CI up bnd</i>	3.3			3.3			3.0	3.1			3.0	3.3			3.2		3.1	3.1			3.1	
	<i>CI low bnd</i>	3.1			3.1			2.9	2.9			2.9	3.1			3.1		3.0	2.9			3.0	
<i>Learning with Peers</i>																							
Collaborative Learning	<i>Mean</i>	33.0			35.4			35.0	32.2			31.1	35.3			37.9		37.0	36.1			34.0	
	<i>n</i>	211			548			320	292			582	533			579		466	354			829	
	<i>SD</i>	13.5			13.2			13.2	12.7			13.5	13.7			13.9		13.8	13.1			13.8	
	<i>SE</i>	.93			.56			.74	.75			.56	.59			.58		.64	.69			.48	
	<i>CI up bnd</i>	34.8			36.5			36.5	33.7			32.2	36.5			39.0		38.3	37.5			34.9	
	<i>CI low bnd</i>	31.1			34.3			33.6	30.8			30.0	34.2			36.8		35.8	34.7			33.1	
Discussions with Diverse Others	<i>Mean</i>	39.5			41.7			40.4	40.4			39.5	41.5			40.6		40.1	40.8			39.9	
	<i>n</i>	178			472			276	238			501	484			516		431	327			770	
	<i>SD</i>	15.4			14.1			15.0	14.1			15.0	15.4			15.2		13.9	14.8			15.4	
	<i>SE</i>	1.16			.65			.90	.91			.67	.70			.67		.67	.82			.55	
	<i>CI up bnd</i>	41.8			43.0			42.2	42.2			40.8	42.8			41.9		41.4	42.4			41.0	
	<i>CI low bnd</i>	37.3			40.5			38.6	38.6			38.2	40.1			39.3		38.8	39.2			38.8	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

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Detailed Statistics: Engagement Indicators and Additional Challenge Items

Illinois State University

		First-year students										Seniors											
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
<i>Experiences with Faculty</i>																							
Student-Faculty Interaction	<i>Mean</i>	20.7			22.7			22.8	21.2			23.8	29.7			31.0			28.3	28.0		27.0	
	<i>n</i>	196			518			296	268			542	516			556			451	340		793	
	<i>SD</i>	14.5			14.8			14.5	14.1			14.9	16.3			16.7			16.3	16.3		15.5	
	<i>SE</i>	1.04			.65			.84	.86			.64	.72			.71			.77	.88		.55	
	<i>CI up bnd</i>	22.8			23.9			24.5	22.9			25.0	31.1			32.4			29.8	29.7		28.1	
	<i>CI low bnd</i>	18.7			21.4			21.2	19.5			22.5	28.3			29.6			26.8	26.3		25.9	
Effective Teaching Practices	<i>Mean</i>	39.3			39.1			37.4	37.1			36.8	43.3			42.8			41.0	41.6		41.1	
	<i>n</i>	194			526			287	256			532	521			564			441	333		789	
	<i>SD</i>	12.7			12.4			12.4	12.2			12.7	13.4			13.4			13.0	11.6		13.1	
	<i>SE</i>	.91			.54			.73	.76			.55	.59			.56			.62	.63		.47	
	<i>CI up bnd</i>	41.1			40.2			38.9	38.6			37.9	44.4			43.9			42.2	42.9		42.0	
	<i>CI low bnd</i>	37.6			38.0			36.0	35.6			35.7	42.1			41.7			39.8	40.4		40.1	
<i>Campus Environment</i>																							
Quality of Interactions	<i>Mean</i>	41.4			43.6			42.4	44.0			42.7	44.0			45.0			43.7	44.3		42.8	
	<i>n</i>	173			456			260	224			472	464			496			410	316		728	
	<i>SD</i>	10.9			10.8			11.2	10.5			10.5	10.3			10.3			11.0	10.2		11.7	
	<i>SE</i>	.83			.50			.69	.70			.48	.48			.46			.54	.57		.43	
	<i>CI up bnd</i>	43.1			44.5			43.7	45.4			43.7	45.0			45.9			44.8	45.4		43.7	
	<i>CI low bnd</i>	39.8			42.6			41.0	42.6			41.8	43.1			44.1			42.6	43.2		42.0	
Supportive Environment	<i>Mean</i>	39.5			38.7			37.2	35.0			34.7	38.2			37.8			34.9	33.8		32.6	
	<i>n</i>	163			453			262	230			491	458			501			428	316		749	
	<i>SD</i>	12.8			12.4			12.9	12.8			12.9	12.9			13.5			12.5	13.8		12.9	
	<i>SE</i>	1.01			.58			.80	.85			.58	.60			.61			.60	.78		.47	
	<i>CI up bnd</i>	41.4			39.9			38.7	36.7			35.8	39.4			39.0			36.1	35.3		33.5	
	<i>CI low bnd</i>	37.5			37.6			35.6	33.4			33.5	37.1			36.7			33.8	32.3		31.7	

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students									Seniors													
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	
Service-Learning^a	%	40			45			53	47			55	73			75			70	71			69	
	n	176			465			271	236			495	481			517			428	326			760	
	SE	3.7			2.3			3.0	3.3			2.2	2.0			1.9			2.2	2.5			1.7	
	CI up bnd	47			49			59	53			60	77			78			74	76			72	
	CI low bnd	32			40			47	41			51	69			71			66	66			66	
Learning Community^a	%	12			8			6	6			8	32			37			29	31			28	
	n	178			473			274	236			501	480			517			429	326			765	
	SE	2.4			1.2			1.4	1.5			1.2	2.1			2.1			2.2	2.6			1.6	
	CI up bnd	16			10			9	8			10	37			41			33	36			31	
	CI low bnd	7			5			3	3			6	28			32			24	26			25	
Research with Faculty^a	%	4			4			5	5			5	24			26			22	29			25	
	n	178			472			273	237			500	479			519			429	326			764	
	SE	1.4			0.9			1.3	1.4			1.0	2.0			1.9			2.0	2.5			1.6	
	CI up bnd	6			6			7	7			7	28			30			26	34			28	
	CI low bnd	1			2			2	2			3	20			22			18	24			22	
Internship or Field Experience^b	%	85			82			80	77			71	63			64			59	67			65	
	n	179			474			275	235			502	483			521			431	326			769	
	SE	2.6			1.8			2.4	2.7			2.0	2.2			2.1			2.4	2.6			1.7	
	(First-year results: Plan to do)	CI up bnd	91			85			85	82			75	67			68			64	73			69
	CI low bnd	80			78			75	72			67	59			60			55	62			62	
Study Abroad^b	%	33			42			33	36			27	13			14			12	15			7	
	n	178			474			273	237			501	481			517			429	326			765	
	SE	3.5			2.3			2.8	3.1			2.0	1.5			1.5			1.6	2.0			0.9	
	(First-year results: Plan to do)	CI up bnd	40			46			38	43			30	16			17			15	19			9
	CI low bnd	27			37			27	30			23	10			11			9	11			5	
Culminating Senior Experience^b	%	40			42			44	47			42	50			47			39	46			41	
	n	177			471			273	237			500	482			517			429	326			763	
	SE	3.7			2.3			3.0	3.3			2.2	2.3			2.2			2.4	2.8			1.8	
	(First-year results: Plan to do)	CI up bnd	47			46			50	53			46	55			51			43	51			44
	CI low bnd	33			37			38	40			37	46			42			34	40			37	
Overall HIP Participation^c																								
Participated in one HIP	%	41			40			51	48			50	19			19			25	18			25	
	n	179			475			274	237			501	483			522			431	326			769	
	SE	3.7			2.3			3.0	3.3			2.2	1.8			1.7			2.1	2.1			1.6	
	CI up bnd	48			45			57	55			54	23			22			29	22			28	
	CI low bnd	33			36			45	42			45	16			16			21	14			21	
Participated in two or more HIPs	%	6			7			6	4			8	74			74			67	75			69	
	n	179			475			274	237			501	483			522			431	326			769	
	SE	1.8			1.2			1.4	1.3			1.2	2.0			1.9			2.3	2.4			1.7	
	CI up bnd	10			10			9	6			11	78			77			71	80			72	
	CI low bnd	3			5			3	1			6	70			70			62	70			66	

Notes: n = Number of respondents; SE = Standard error of the proportion ($\sqrt{p * (1 - p) / (n - 1)}$) where p is the proportion; upper and lower bounds represent the 95% confidence interval ($p \pm 1.96 * SE$).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.